

THE GOVERNOR'S P-20 COUNCIL

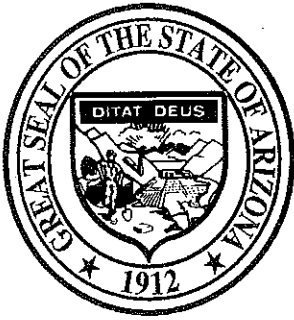
June 19, 2008

AGENDA

1:00 p.m.

Notice is hereby given to Members of the Governor's P-20 Council and the general public that the P-20 Council will hold a meeting, open to the public, on June 19, 2008 at 1:00 p.m., at Northern Arizona University, High Country Convention Center, Rooms D & E, Flagstaff, Arizona. Public comment will be taken. The P-20 Council will discuss and may take action on the following matters. Members will attend either in person or by telephone conference call.

1. **Call to Order & Welcome** **Dr. Rufus Glasper**
2. **Introduction of New Members** **Dr. Rufus Glasper**
3. **Approval of Minutes** **Dr. Rufus Glasper**
 - February 28, 2008
4. **Opening Remarks** **Dennis Burke**
Governor's Chief of Staff
5. **Presentation: Higher Education Ad Hoc Committee Recommendations** **Dr. Rufus Glasper**
6. **Updates: Policy Making Boards**
 - Arizona Board of Regents **Regent Ernest Calderon**
 - Pathways that Align with Higher Education Entrance Requirements
 - State Board of Education **Dr. Karen Nicodemus**
 - Pursuing a Dual Agenda: Increasing Student Expectations and Success
 - Arizona Early Childhood Development and Health Board **Rhian Evans-Allvin**
 - Statewide Priorities
7. **Presentation: Collaborative Communications Campaign** **Paul Luna**
8. **Presentation: Arizona Summit on 21st Century Skills** **Ken Kay**
9. **Committee Updates and Reports** **Committee Chairs**
 - a. Steering Committee – **Dr. Rufus Glasper**
 - Formation of Early Childhood Ad Hoc Committee
 - b. Early Childhood Ad Hoc Committee – **Rhian Evans-Allvin**
 - Governor's Forum: Linking Ready Kids to Ready Schools
 - c. Teachers Committee – **Dr. John Haeger**
 - Committee Work Plan
 - d. Data & Graduation Committee – **Dr. Sybil Francis**
 - Graduation Rate Data
 - e. Pathways Committee – **Dr. Jim Zaharis & Susan Carlson**
 - Dual Enrollment
 - f. Education Alignment & Assessment Committee – **Dr. Karen Nicodemus**
 - Mathematics Standard/Algebra II End of Course Assessment
 - g. Literacy Committee – **Staff**
 - Teacher Reading Endorsement Grant Program
10. **Call to the Public** **Dr. Rufus Glasper**
11. **Announcements and Adjournment** **Dr. Rufus Glasper**



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 1.

Subject: Call to Order
Welcome

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

Dr. Rufus Glasper will call the meeting to order, welcome any guests, and provide a brief overview of the meeting.

Council Action

Requested: None.

Attachments: None.



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 2.

Subject: Introduction of New
Members

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

With the signing of the amended Executive Order we have had the opportunity and need to appoint new members to the Governor's P-20 Council. We continue working to fill several remaining vacancies, but would like to announce and welcome the most recent appointments to the Governor's P-20 Council. We look forward to working with all of you as we strive to move the goals and recommendations of the Council forward.

Council Action

Requested: None.

Attachments: List of New Appointments

**Governor's P-20 Council
New Appointments**

Alyssa Bisanz
Student Representative
Arizona State University

Dr. Pauline Begay
Superintendent
Apache County Schools

Dr. Leah L. Bornstein
President
Coconino Community College

Carlos Contreras
Arizona Education Manager
Intel

Dr. Suzan DePrez
Assistant Superintendent for Curriculum
& Instruction
Mesa Public Schools

Rhian Evans-Allvin
Member
Arizona Early Childhood Development
and Health Board

Marv Lamer
Superintendent
Valley Academy for Career and
Technology Education

John Morales
Executive Director
Yuma Private Industry Council

Christine Nowaczyk
Senior Vice President
Bank of Arizona

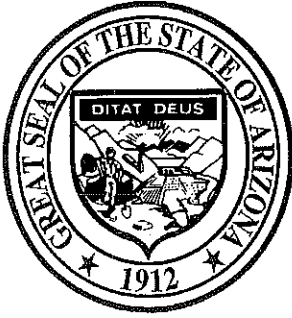
Senator Tom O'Halleran
Arizona State Senate
(Ex-Officio)

Dr. Norval Pohl
Chancellor
Embry-Riddle Aeronautical University
Prescott Campus

Dr. Ron Rickel
Superintendent
Mammoth-San Manuel Unified School
District

Sal Rivera, J.D.
Interim Executive Director
Arizona Economic Resource
Organization (AERO)

Sherri Slayton
Senior Vice President
Alliance Bank of Arizona



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 3.

Subject: Approval of Minutes

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

The minutes from the Governor's P-20 Council's regular meeting held on February 28, 2008 are submitted for review and approval.

Council Action

Requested: Approval of P-20 Council Minutes of February 28, 2008

Attachments: Minutes of February 28, 2008

**GOVERNOR'S P-20 COUNCIL
MINUTES
General Meeting – February 28, 2007
10:00 a.m.**

Location: 1700 W. Washington Street
Governor's 2nd Floor Conference Room
Phoenix, AZ 85007

Members Present: Governor Janet Napolitano, Dr. Rufus Glasper, Cathleen Barton, Susan Budinger, Mark Bryce, J.D., Regent Ernest Calderon, J.D., Susan Carlson, Representative Rich Crandall, Dr. Michael Crow, Dr. David Curd, George Dean, Mike DeLaO, Gregory Donovan, Dr. Roy Flores, Dr. Sybil Francis, Harry Garewal, Dr. John Haeger, Bob Hagen, Superintendent Tom Horne, Paul Luna, Dr. Kino Flores, David Martin, Dr. Karen Nicodemus, Dr. Laura Palmer Noone, Cathy McKee Olesen, Dr. Douglas Olesen, Dean Phillips, Kristen Rex, Xan Simonson, Councilman Greg Stanton, Mayor Robert Walkup and Dr. James Zaharis.

Members Absent: Amy Besing, Dr. Angel Cabrera, David Martin, Bill Putnam and Dr. Robert Shelton.

1. Call to Order & Welcome

Dr. Glasper called the meeting to order at 10:07 a.m. and welcomed Elliott Hibbs, Executive Director of the Arizona Early Childhood Development and Health Board.

Dr. Glasper acknowledged an article in the current edition of the Arizona Capitol Times featuring Council member Dr. Sybil Francis. Dr. Glasper congratulated Dr. Francis on the great profile and information about her role with the P-20 Council.

Dr. Glasper indicated that the meeting would focus on the work of the Communications Committee over the past year to address the idea of developing and implementing a collaborative communications campaign to build and sustain public will for a rigorous and relevant P-20 education system based on the work and recommendations of the P-20 Council. Dr. Glasper thanked Chair Paul Luna and his Co-chair for this endeavor, Susan Budinger, for their hard work and commitment to the collaborative effort.

2. Remarks – Governor Janet Napolitano

Governor Napolitano welcomed the Council and stated that Arizona is gaining national attention for raising high school graduation requirements. The Governor thanked Dr. Nicodemus for representing Arizona at Achieve Inc's recent 50-state report release in Washington, D.C. The Governor indicated that Arizona is facing a tough time with the budget, that she is committed to continuing with the important work in education and that financing construction of new schools will be critical in addressing the budget crisis. The

Governor indicated she was looking forward to hearing the details on the collaborative communications plan.

3. Approval of Minutes

Gregory Donovan moved approval of the December 18, 2007 Governor's P-20 Council meeting minutes as presented. Motion was seconded by Cathy McKee Olesen and was unanimously approved.

4. Updates: Policy Making Boards

Dr. Glasper noted that the Council would hear from the State Board of Education and that the reports of the Arizona Early Childhood Development and Health Board and the Arizona Board of Regents will be part of the Communications Plan report.

- **State Board of Education**

Vince Yanez, Executive Director of the State Board of Education (SBE), and Dr. Karen Nicodemus, SBE member, reported that:

- In January 2008 Dr. Vicki Balentine was elected President and Mr. Jacob Moore was elected Vice-President of the SBE.
- In support of the Board's recent action to increase high school graduation requirements and stated goal of increasing high school graduation rates, past and current Board leadership have prepared a document to initiate Board discussion on possible next steps. The discussion paper focuses on three areas: (1) teacher quality and capacity; (2) curriculum models and student support strategies; and (3) assessment and/or accountability systems.
- In conjunction with the Board's discussion on possible next steps, Lauren Kielsmeier, the Governor's K-12 Policy Advisor, has been invited to address the Board.
- Current and past State Board of Education leadership, Mr. Yanez, SBE Executive Director, and Superintendent Horne will be joining the Arizona Board of Regents at its March 2008 meeting to further discuss alignment and related efforts between the state's K-12 and higher education policymaking bodies.

5. Presentation: Communications Plan and Strategies

Paul Luna and Susan Budinger reported that the Communications Committee and its partners have been working for the past year and a half to develop a collaborative communications plan and strategy. Goals adopted by the Committee have been to 1) build public awareness and support of the Governor's goals and the P-20 Council recommendations as they are being implemented, and 2) to connect and align with similar communications efforts.

Working with the Public Relations firm of RIESTER, the Committee is presenting to the Council the recommendations for a creative campaign concept, campaign name, tagline and recommendations for media, interactive and public relations.

Paul turned the program over to RIESTER to present the creative campaign concepts. Mirja Riester provided an overview of the work RIESTER has been doing with the Committee, including a summary of the research performed to establish baseline information for the campaign; the strategic approach to developing the campaign; and the creative concepts. The

campaign title and tagline are: EXPECT MORE ARIZONA (title) and *Because a better education means a better life* (tagline).

After the presentation, the Governor and the Council engaged in discussion regarding the presentation. Concern was expressed that the creative concepts included data that could be misconstrued or challenged; that there did not appear to be a clear identification of the goals of the campaign or the audiences that were being targeted; and a need to have a more positive approach in the campaign. The Council provided direction for the Communications Committee to continue working to address the concerns expressed and to further develop the campaign.

Karen Nicodemus moved to accept the campaign name, **Expect More Arizona**. Motion was seconded by Regent Calderon and unanimously approved.

a. Arizona Early Childhood Development and Health Board

Elliott Hibbs, Executive Director of the Arizona Early Childhood Development and Health Board (ECDH) presented an update on the ECDH communications strategies. First Things First (FTF) communications strategies will be directly aligned with messages coming from P-20 – properly preparing children for success in school, and in life. Since FTF is just developing its initial strategic plan, however, specific communication strategies have not been developed as yet. The general intent of the FTF communications strategy will be to:

- Increase available information for parents to improve parenting skills and their ability to choose high-quality child-care;
- Demonstrate to the public how investing in Arizona's youngest children helps to significantly cut remedial costs, reduces poor education performance in the formal education system and provides a substantial economic return;
- FTF is positioned to build awareness and support for early childhood issues and the relationship to educational attainment.

Specific communications strategies will be formalized in the next couple of months as the Board establishes its initial strategic direction and critical measures to evaluate progress.

b. Arizona Board of Regents

Regent Ernest Calderon and Cathy McGonigle, Deputy Executive Director and Senior Associate for ABOR, presented an update to the Council on the higher education public awareness campaign. ABOR, in collaboration with Arizona State University, Northern Arizona University, and the University of Arizona, launched *Solutions Through Higher Education* as an education campaign to promote awareness of the brewing crisis in education in our country and the critical role that higher education plays in ensuring economic prosperity for our country and our citizens.

The Coalition for Solutions Through Higher Education is anchored in the belief that it is imperative to raise the educational level of Arizonans, especially the younger population; and to make citizens aware of the crucial role that higher education plays in ensuring the economic prosperity of its residents as well as the state and local economies.

Promotional and information materials including a video, a slide show, and brochure have been developed for presentations. In addition, a website has also been launched at www.highereducationsolution.com.

Regent Calderon and Ms. McGonigle ended the presentation by showing the Solutions video.

Following the ECDH and ABOR Reports, and due to time constraints, Mike Haener, Governor's Deputy Chief of Staff, provided the Council an update on the legislative issues.

6. Committee Updates and Reports

a. Steering Committee - Dr. Rufus Glasper

- **Higher Education Ad Hoc Committee**

Dr. Glasper reported that the Higher Education Ad Hoc Committee was created for the purpose of developing recommendations to increase the number of postsecondary degrees awarded in Arizona. The Committee plans to meet once per month, through May, and will present its recommendations to the Governor and P-20 Council shortly thereafter. The Committee's work is focusing in four areas, including consideration of:

- Expanding collaborative agreements
- Enhancing transfer and articulation
- Creating university centers
- Allowing community colleges to provide expanded degree programs in limited subject areas where a university will not or cannot provide them and where a demonstrated demand exists.

At its first meeting, the Committee heard various presentations on numerous collaborative partnerships between community colleges and universities, including 2+2, 3+1, and other similar agreements. The Committee also began to develop recommendations and will continue to add to their specificity at their next meeting on March 3, 2008, where they will focus on the state's transfer system.

On February 22, 2008, the Arizona Board of Regents (ABOR) hosted a workshop at the Decision Theater to facilitate collaboration and support to enhance their strategic plan and modeling capabilities. The unique workshop provided a forum for participants to build consensus and engage in discussion on common goals, challenges and solutions that impact Arizona's education pipeline. Attendees included representatives from ABOR, early education, K-12, higher education, business, elected officials and Governor's staff.

The Committee's full work plan is included in the Council packet.

b. Data & Graduation Committee – Dr. Sybil Francis

Dr. Francis reported that Representative Crandall has introduced HB 2787 to the Legislature. The bill asks that teachers and students in teacher preparation programs be given a non-personally identifiable identification number in order that student and

teacher progress and achievement be tracked. Second read on February 18th. Also, HB 2670 has been introduced to the Legislature. The bill would raise the compulsory school attendance age to 18. Second read on February 6th and is waiting for a hearing.

Dr. Francis reported that Mariko Silver, of Arizona State University (ASU), presented the Arizona Indicators Project to the committee. The project is collaboration between the Arizona Republic, Arizona State University and the Arizona Department of Commerce. The goal of the project is to provide a central data warehouse for Arizona's legislators, policymakers and educators to find reliable, valid and transparent statistical information. The Committee will look at ways to partner in this endeavor and/or utilize the data in a meaningful way to address educational issues in Arizona.

Dr. Francis also reported that Don Houde, of the Arizona Department of Education, continues to make monthly updates to the Committee on the continuing development of the new Arizona Education Data Warehouse system.

c. Education Alignment Committee – Dr. Karen Nicodemus

Dr. Nicodemus reported that the Committee name has changed to include Assessment. Assessment was originally under the Data Committee, but in discussions with committee chairs, it was determined that assessment is more closely linked to alignment discussions.

The State Board of Education (SBE) was presented with the revised Mathematics Standard on Monday, February 25th. After this initial presentation and discussion with the SBE, five public comment forums will be conducted around the state during the month of March. Additionally, the Mathematics Standard will be posted to the Arizona Department of Education's (ADE's) website for review and public comment. Following the review and comment period, the Mathematics Standard is on track to be presented to the SBE for adoption in May or June 2008. Work continues to finalize the membership to the ELA Alignment Team. The timeframe for this work is anticipated to begin with an Institute in July and continue through December of 2009.

Dr. Nicodemus reported that work also continues to finalize contracts for Arizona's participation in the field test and operational test of the Algebra II End of Course Assessment. Staff is also working to obtain funding to administer the Algebra II End of Course Assessment to approximately 1,300 students in Arizona. There has been a strong interest by school districts to participate in a pilot test, and ADE has been able to identify schools in districts from around the state. The test will be administered in May. Dr. McCallum, from the University of Arizona, continues preparations to conduct a study to evaluate the correlation between test scores on ACT, SAT, AIMS, and university placement exams with success in credit bearing courses and will include the results of students participating in the Algebra II End of Course Exam in this study. The value of this study will be to help determine the feasibility of this test being used to predict a student's success in credit bearing.

7. Call to the Public

The Council heard public input from: Ted Kraver on e-learning. Susan Budinger provided the Council with a copy of the Arizona Community Foundation's two reports on assessing education in Arizona.

8. Announcements and Adjournment

There being no further business or announcements, Dr. Glasper adjourned the meeting at noon.



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 4.

Subject: Opening Remarks

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

Dennis Burke, the Governor's Chief of Staff, will provide opening remarks.

Council Action

Requested: None.

Attachments: None.



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 5.

Subject: Presentation: Higher
Education Ad Hoc
Committee
Recommendations

Submitted by: Erin Hart
Associate Director

----- Background Information -----

At the December 2007 P-20 Council meeting, a Higher Education Ad Hoc Committee was created to develop recommendations with the purpose of increasing the number of degrees produced in the state.

Attached for the P-20 Council's review and adoption are the recommendations developed by the Committee. The recommendations are focused in six thematic areas that include: funding, delivery models, communications and student input, transfer and articulation, advising, and data systems.

Council Action

Requested: Review and adoption of the proposed recommendations

Attachments: Higher Education Ad Hoc Committee Recommendations



**GOVERNOR'S P-20 COUNCIL
Higher Education Ad Hoc Committee**

DRAFT RECOMMENDATIONS

The following recommendations are presented to Governor Napolitano and the P-20 Council for consideration and adoption. In order for the state to be globally competitive, recent data has shown that it is imperative that Arizona must significantly increase the number of bachelor's degrees awarded in the state by developing mechanisms to increase the number of students who qualify and have access to higher education, transfer from community colleges to universities, and ultimately graduate with a degree.

Specifically, Governor Napolitano has asked the universities and community colleges to work together to double the number of bachelor's degrees by 2020. To accomplish this, a number of strategies must be considered including: expanding collaborative delivery models, easing the transfer of courses among institutions, communicating effectively to students, creating mechanisms to receive feedback from students, providing increased access to advising resources, developing effective funding models, and creating a longitudinal data system.

There are a number of challenges associated with these strategies, including appropriate funding models that better support strategic goals, governance structure that enables coordination system wide, determining and sustaining student demand, establishing university presence and advising throughout the state, and establishing criteria to make market based decisions regarding degree programs, among others.

Funding

Underlying the success of all of these initiatives is funding. Specifically, a revised funding mechanism is needed in order to achieve the shared goals above that will increase the number of degrees and improve productivity by (1) increasing the number of students in rural Arizona with access to a university degree; (2) increasing the number of students who transfer from two-year institutions to four-year intuitions; and (3) meeting local workforce demands, particularly in highly technical, applied areas that increasingly require additional coursework beyond traditional two-year degrees.

1. Establish a P-20 working group and include legislative leaders, community colleges, and universities to review and revise state funding models to increase productivity and better meet specific goals including: increasing access to rural delivery, expanding the number of community college transfers, supporting mission differentiation, and other key areas, such as producing degrees in occupations that are in high demand and collaboration among institutions, by October 2008.¹

¹ ABOR is currently reviewing funding as a part of its strategic planning process. Additionally, the Lumina Foundation for Education selected Arizona as one of eleven states to develop a work plan to increase productivity in the state's university

2. Community Colleges and universities should consider expanding student financial aid options that support alignment from high school through college and increase expectations for students to get a college degree. This could include student-centered options for transfer students.
3. Identify a source of funds to encourage the development of new partnerships and incentives for universities and community colleges to collaborate and set appropriate guidelines.

Delivery Models

A number of delivery options are needed to increase degree production in the state. These may include university centers, hybrid four-year institutions, the provision of limited bachelor's degrees at community colleges, and 2+2 (and other similar) agreements. The development of these models is currently happening on an institution-by-institution basis. While recent program partnerships have increased, broad system-wide collaboration is lacking that will ultimately increase options for students to complete a bachelor's degree more efficiently, beginning at a community college or high school, through dual enrollment.²

4. Establish necessary policies and incentives to encourage the development of new "hybrid" institution models that include a seamless joint admissions process, joint advising and career planning, joint admissions centers and shared student support services that allow students to move smoothly from a community college to a university. Consideration should be given to expansion of these models on a system wide basis. Ensure an appropriate funding mechanism and develop appropriate incentives for this delivery model. Develop common measures that can be used to demonstrate the effectiveness of this model.
5. University Centers are a concept worth exploring in some circumstances.³ Some have been established in the state, however there are a number of issues that need to be addressed to make them more viable, including: size and location of the population base, number of working adults, ability to be sustainable, governance structure, non-compete clauses for participating universities, and funding. The JCC, with input from the ten community college districts, should review the management of university centers and recommend a structure for these partnerships. Funding for university centers should be included in the funding model review, as recommended on page one of this document.
6. Expand delivery models of postsecondary education that provide opportunity for non-traditional students to complete their degree and to make better use of existing resources (e.g. courses online, at night and on weekends). Consideration should be given to ensure that a revised funding model includes these efforts.
7. Implement collaborative agreements on a system wide basis, including 2+2+2, 2+2 and 3+1 agreements and other innovative partnerships among higher education institutions in order to increase access to baccalaureate degrees in the state.

system. This will include a significant review of the current university formula funding. Arizona may be one of five states to receive up to \$2 million for implementation of this plan.

² Currently, the P-20 Pathways Committee is exploring options for increasing access to dual enrollment and other early college options.

³ In Arizona, university centers have been underutilized due to the same financial issues that prevent public and private universities from delivering programs where low student demand exists.

8. Ask the Joint Conference Committee (JCC) to provide a comprehensive review of the collaborative partnerships that currently exist between institutions (providers, degrees offered, partnerships, etc.), expanding on the information that ABOR and the P-20 Council have compiled. Further action should be taken to communicate these options more effectively to students and advisors through a number of mechanisms, including featuring this information on the state's transfer web site (aztransfer.com) and on individual institutional web sites.
9. Technological options should be considered as a part of the solution, especially to reach non-traditional students and those who may have limited geographic access to a university. A concentrated effort should also be focused on delivery models that remove these and other barriers that students encounter while working to obtain a degree.

Delivery Models - Pathway for Baccalaureate Degrees at Community Colleges

10. To meet the needs of a growing student population and support evolving workforce needs in communities with limited access to universities, the committee recommends that the P-20 Council adopt the JCC's, Recommendation #5 to "Develop a Pathway for Baccalaureate Degrees at Community Colleges," and recommends the following to enhance the process that the JCC has proposed:⁴
 - a. Include all 10 community college districts, rather than just those that are members of the Arizona Community College Association, in order to be fully inclusive of each community college, as well as private and Tribal higher education institutions. The JCC, with input from non-JCC member stakeholders, should determine a process to review the criteria and process with each of these entities.
 - b. Fully define the appropriate criteria under which a community college would qualify to provide a baccalaureate degree in the next 30 days (e.g. student demand, workforce demand).
11. The JCC should pilot the proposed process, including the above revisions. It is recommended that Pima Community College and possibly a rural community college serve as the lead on this pilot study, with support from other institutions. This pilot study should be completed no later than October 2008.
12. The P-20 Council will work in conjunction with the JCC to determine what legislative changes are necessary to support the implementation of Recommendation #5 and the appropriate governance structure for these agreements. The P-20 Council will review potential statutory changes no later than October 2008.
13. A JCC-type entity should be established with explicit authority to:
 - a. Make determinations as to when a community college may provide a baccalaureate degree.
 - b. Identify and implement additional legislative changes needed to implement Recommendation #5.

⁴ It is suggested that Recommendation #5 be adopted, however the P-20 Council is not being asked at this time to approve the specific process or criteria that would develop a pathway for baccalaureate degrees at community colleges. Rather, the JCC will finalize the process and determine criteria that are inclusive of input from interested public, private, and Tribal higher education institutions. The P20 Council anticipates further discussion relating to any final legislative or other action as deemed appropriate or necessary.

- c. The P-20 Council should also consider recommending that this authority serve as a coordinating point for higher education in the state, to provide system-wide cohesiveness to outreach/marketing, data collection and reporting, direct policies to enhance transfer and articulation, and provide a single source of information for financial aid.

14. For Further Consideration:

- a. Conduct an independent analysis by October 2008 to answer the following questions:
 - What is the price point at which it is not economically feasible for a publicly funded university to provide educational services to a rural area? Consider various delivery models (face to face, ITV, web, etc.) and existing infrastructure in this analysis.
 - What is the appropriate level of student and community demand needed to sustain enrollments over time? How will this be determined?
 - Model key performance data points to demonstrate the ability of various delivery models (university centers, expanded degree options, etc.) to raise key performance measures (e.g. number of students who transfer).
 - How will collaborative partnerships and delivery models be funded? Should they be funded separately from current models in use? What is the differential cost to the state, as compared to the current funding model?
 - Technology plays an important role in reaching working adult students and students in rural areas, among others. How can the role and use of technology be expanded to serve a greater number of students with a greater number of degree programs, while providing “high touch” student support elements?
- b. What is the capacity of higher education institutions to accommodate students in high demand fields? Is this limiting good students from enrolling or transferring to a university?
- c. How prevalent is the occurrence that students in rural areas are required to take courses on a university campus? How does this impact their ability to attain a degree?

Communications and Student Input

Key to the success of any delivery model or transfer system is communication to students and families. Students must be made aware of and have access to information regarding college options, financial aid resources, the ability of their courses to transfer, and the general value of earning a degree in a user friendly manner. To this end, the JCC and APASC have recently developed an informational video for high school students to show a clear pathway to earn a degree and promote the Arizona General Education Curriculum (AGEC). These committees are also working to redesign the state transfer web site to make it more student friendly. Both are commendable efforts, however the complicated nature of the transfer system persists and efforts to increase access to this information are plausible, but require additional coordination.

15. Communicate the value and importance of obtaining a degree by including this as a marketing effort within the P-20 Council’s collaborative communications campaign and the Arizona Board of Regents Solutions Through Higher Education campaign.

- a. Additionally, engage in marketing and communications efforts to (1) encourage students to go to college, (2) continue to their degree, (3) engage adults who have stopped out, (4) increase student awareness of higher education options, and (5) increase understanding that affording a college education is possible. Create a mechanism to allow ongoing student input for continuous improvement.
 - b. These efforts should be undertaken through the JCC, Arizona Commission for Postsecondary Education, and P-20 Council Communications Committee, with consideration given to a more permanent structure that enables coordinated outreach and ongoing review of content.
16. Aggressively market the AGECEC and its benefits to students. Ask APASC to develop a marketing plan for the AGECEC in coordination with the JCC and Governor's P-20 Council. Consideration should be given to communicating the benefits of completing an AGECEC at a single institution.
17. Increase communications to students regarding the transfer of the courses that they have or will take in the future.
- a. Enhance online tools to be more student friendly and to increase their ease of use. Strongly encourage the inclusion of student input in the redesign of the state's transfer system web site.
 - b. Feature transfer information prominently on community college, university, Education Career and Action Plan, and other related web pages.
18. Create a mechanism to allow ongoing student input for continuous improvement throughout the public higher education system.
19. Consider a single point of contact and structure on all higher education system information in the state of Arizona that will better coordinate outreach and communications activities throughout the state.

Transfer & Articulation

The seamless movement of students from institution to institution is important in reducing a student's total time to earn a degree, the total cost of that degree to students and families, and the cost to the state. With increased student swirling among institutions, this effort is also important to ensure that students attain bachelor's degrees. In addition to improving efficiencies in transfer and articulation, it is also critical to increase student understanding of how classes transfer among institutions. Creating easily understandable systems and tools is important in accomplishing this goal.

20. Direct APASC to implement common course numbering beginning with the 51 most commonly attended classes within six months, with potential to expand to include all AGECEC courses. Study other states' work to better understand cost, time, and potential impact of this work (e.g. Texas, California, Washington, Colorado).

21. Establish a university staff presence or transfer center at each community college district in the state, where appropriate. Determine the appropriate funding model and cost to implement this, based on the needs of the higher education system. This may be a potential funding request for FY 2010.
22. Direct the universities, in collaboration with community colleges, to establish articulated pathways, with supporting policies and practices to guarantee a degree pathway, especially in high-demand areas, that ensures a student's admission into a university degree program (subject to capacity) with a student's successful completion of a specified AGECE or associate's degree, and GPA.
23. The completion of an AGECE should be listed in the same manner on student transcripts, regardless of institution. The community colleges should work together to determine a common way to identify the completion of an AGECE on a student's transcript. Additionally, an AGECE should receive automatic designation on a student's transcript to further facilitate the complete transfer of the AGECE.
24. Determine the best mechanism for facilitating the collaboration of university, community college and high school faculty representatives to better align and articulate secondary and postsecondary education. One option is to invite high school faculty to relevant discussions held by specific Articulation Task Forces (ATF) (General Education, Advising, and other Discipline Specific ATF's).
25. Implement the reverse transfer of credit system wide for a student to obtain an associate's degree once he has matriculated to a state university. This would benefit the student by providing another accomplishment and the community college by more accurately reflecting community college completion rates. The issue of data reporting and data sharing will need to be further resolved, as will the potential of students to utilize of this opportunity.
26. Further study the issue of transfer of credit between regionally and nationally accredited higher education institutions. Explore the prevalence of credits not transferring to in state institutions and to out of state institutions, as resources allow. For example, some dual enrollment courses are not transferring to institutions out of state, causing students to repeat courses.
27. For Further Consideration:
 - How does a student's behavior (i.e. changing majors, failure to seek advising, etc.) impact his/her ability to transfer successfully, versus shortfalls in the system that may hinder transfer?
 - How many degree-seeking students have started but not completed a degree within six years? Within this, identify the number of students who have completed an AGECE, but who have not transferred to a university. Consider the development of program delivery models and other tools and resources that would be effective in re-engaging these populations.

Advising

Often, a prominent concern heard from students is that they desire more advising opportunities to ensure that they are on the correct pathway to degree completion. A number of strategies and mechanisms should be considered to provide ongoing advising support to students to support the desired increase in the number of students transferring to and graduating from higher education institutions.

28. Large numbers of students are not seeing advisors. Advising tools are needed to support students, such as electronic student advising systems and aggressive marketing efforts between universities and community colleges, which will require a significant state and university investment. The Committee further recommends that the JCC or the P-20 Council develop a cost estimate to implement a virtual counseling model statewide, with links to the K-12 Education Career Action Plan, and the cost to require a student to meet with an advisor at least annually by October 2008.
29. Identify college/university students who are at risk of dropping out and implement proactive advising strategies to keep them engaged in their courses.
30. Consider establishing shared electronic enrollment systems and implementing aggressive student tracking of those seeking degrees at the community college and university levels.
31. Retain students in higher education by annually recognizing student accomplishments and identifying pathways that students can pursue. Some strategies may include the reverse transfer of credits for a student to obtain an associate's degree, annual letters to students communicating their progress and pathways to completion, and through other mechanisms. Direct the Arizona Academic Advising Articulation Task Force to identify these strategies and a statewide plan of action by January 2009 to implement this recommendation. As a part of their work, APASC, with support from its Academic Advising Articulation Task Force, should identify any data reporting and sharing needs to facilitate this process.⁵
32. Offer support to first generation students and minority students to increase their persistence and graduation rates, including peer mentors, increased advising, tutoring if needed, specialized living and learning environments, among other options. Specifically, APASC, with support from its Academic Advising Articulation Task Force should identify best practices to address the needs of these students by June 2009.⁶

^{5,5} If APASC's ATF structure does not enable this type of analysis in this time frame, the P-20 Council recommends assigning this work to an existing entity or creating a new entity to do the work.

Data

Important to every policy decision is access to relevant and accurate data. Currently, no longitudinal data system exists for the state's public higher education institutions, which not only creates issues in collecting and reporting data, but also in tracking students from K-12 through postsecondary institutions and into the workplace.

33. There is a significant need for a longitudinal database for higher education that links all the public higher education institutions and the state's K-12 Arizona Education Data Warehouse to improve strategic planning efforts and the performance of the P-20 education system. The P-20 Council's Data and Graduation Committee develop a formal recommendation regarding this database, including the identification of a neutral place to house the database and sufficient funds to operate the database. The expanded role of the ASSIST database and the National Student Data Clearinghouse should be considered in this regard.
34. Link the Arizona Department of Education's Education Career Action Plan (ECAP) system to postsecondary personalized learning plan models (i.e. E-Advisor), <http://aztransfer.com/>, the Arizona Universities Network (AZUN), the ASSIST database, and the workforce system.
35. Establish a statewide transfer rate between community colleges and universities.



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 6.

Subject: Updates: Making
Policy Boards

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

- Arizona Board of Regents **Regent Ernest Calderon**
 - Pathways that Align with Higher Education Entrance Requirements
- State Board of Education **Dr. Karen Nicodemus**
 - Pursuing a Dual Agenda: Increasing Student Expectations and Success
- Arizona Early Childhood Development and Health Board **Rhian Evans-Allvin**
 - Statewide Priorities

Council Action

Requested: None

Attachments: Executive Summary: Pursuing a Dual Agenda: Increasing Student Expectations and Success

Next Steps

Pursuing a Dual Agenda: Increasing Student Expectations and Success

Karen Nicodemus

2/1/2008

The following "Next Steps" recommendations have been prepared for Arizona State Board of Education members' consideration and are not intended for broad distribution. The report is not inclusive of many ongoing efforts but is intended to serve as a springboard to further discussion and action in support of preparing Arizona's high school graduates for college and work.

Executive Summary

The purpose of this paper is to suggest some possible next steps the State Board of Education, in its role as policymakers, might consider in support of increasing high school graduation requirements **and** high school graduation rates. Arizona is not alone in this initiative. There is much to be learned from the experience of other states and research conducted by myriad groups focused on education reform. Much of the information contained within this paper summarizes some of these efforts and ongoing research findings. The paper does not attempt to highlight the various efforts already underway in support of these initiatives but rather looks to the Arizona Department of Education and others to provide such information during the Board's deliberation of priorities/next steps.

Although there are many areas critical to the teaching and learning enterprise, this paper focuses on three areas: (1) teacher quality and capacity, (2) curriculum models and student support strategies, and (3) assessment or accountability systems. Table 1 summarizes the recommended next steps.

In addition, the following more broadly-stated suggestions are offered for State Board of Education members' consideration and action.

- Expand participation by SBE members on the Governor's P-20 Council committees. SBE may choose to consider appointment of individual members to each of the Council's committees.
- Seek partnerships with philanthropic and business communities to support specific next step initiatives.
- Continue to utilize and consider expanding the use of external resources available to the State Board of Education from the state's higher education sector, *Achieve, Inc.*, WestEd and other education policy groups/consortiums.
- In the context of limited new state funding, focus on other cost-neutral efforts to support local districts. As districts are asked to do more in support of student success, the "more" needs to be balanced with the elimination of other less effective/meaningful activities or reporting requirements.
- The State Board of Education recognizes its role as policymakers and as such, there are limitations to the role the SBE may play at the district/school level. However, as it considers statewide programs directed at intervention and/or student support strategies, it must also consider existing policies that impact local learning environments. The SBE should assess the recently mandated ELL instruction model to determine the impact on district capacity and student progression to graduation. As part of this review, the State Board should clarify its role as policymakers and opportunity for next step action related to this specific subgroup of student learners.

Table 1. Summary of Next Step Recommendations by Subheading

| Teacher Quality and Capacity | Curriculum Models and Student Support Strategies | Assessment and Accountability |
|--|---|---|
| <ol style="list-style-type: none"> 1. Establish a teacher identification system to provide data in support of the evaluation, establishment and implementation of teacher capacity and quality programs. 2. Evaluate existing alternative pathway and reciprocity certification policies and consider modifications to improve existing systems. 3. Evaluate existing teacher preparation programs including impact of court-mandated training (SEI) as well as increased student expectations (subject matter), and best practices as found in national literature. 4. Evaluate existing professional development opportunities for teachers and district leaders, including review of best practices as found in national literature. 5. Establish a process to assess professional development practices impact on student learning. | <ol style="list-style-type: none"> 1. Monitor the progress of the Arizona Department of Education and Governor's P-20 Council Pathways committee in developing curriculum models for district implementation. 2. Assess existing statewide intervention programs, including drop-out prevention programs and identify appropriate measures to evaluate success of such programs. Explore establishment of intervention programs to more effectively affect student learning. 3. Assess existing student support strategies/programs and explore redirection of resources to more effectively support student success strategies at the district/school level. 4. Assess the implications of the legislatively-mandated ELL model on students' ability to meet high school graduation requirements within a traditional four-year sequence. 5. Explore partnerships with higher education, philanthropic/business community to expand delivery of instruction models, student support strategies and intervention programs. | <ol style="list-style-type: none"> 1. Establish an annual report card that provides meaningful information to State Board of Education and other key stakeholders. The annual report card should articulate goals on which to measure annual progress as modeled in other states. 2. Support the Arizona Department of Education and Governor's P-20 Council Data, Assessment and Graduation committee to establish a longitudinal data system to provide meaningful information to policymakers and other key constituents. 3. Assess the state's current assessment and accountability systems in light of increased graduation requirements focusing on college- and career-readiness. 4. Assess the return on investment of resources allocated specifically to the state's existing assessment and accountability system, especially as relates to positively impacting student achievement. |



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 7.

Subject: Presentation: Collaborative
Communications Campaign

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

At the February 2008 meeting of the Council, the Committee presented recommendations for creative campaign concepts, campaign name, tagline, media, interactive and public relations. The Council voted unanimously to accept the campaign name *EXPECT MORE ARIZONA*. The Governor and the Council provided input into the tagline and media concepts and the Committee has continued working with RIESTER to address the concerns expressed at the meeting.

The Committee has prepared a one-page overview of the goals, indicators and objectives of the Campaign and will present an updated tagline and creative concepts, and a logo for consideration by the Council.

Council Action

Requested: Approval of recommendations as presented.

Attachments: Collaborative Campaign Goals, Indicators & Objectives

Expect More Arizona

> Ready Kids > Ready Graduates > Ready Workforce >

CHALLENGE:

Develop a campaign to raise Arizonans' expectations about education and promote positive change and innovation through a broader understanding of Arizona's educational pipeline and efforts to improve it. There is a need to clearly articulate how the education system works and how the public can help support positive change. We must work toward changing the expectations, culture and behaviors of Arizonans to ensure innovation in education that leads to student success in post secondary education and the workforce.

SOLUTION:

A communications campaign will identify and promote solutions that will provide for change and innovation in Arizona's education system.

AREAS OF EMPHASIS and SHORT-TERM GOALS:

1. **Ready Kids** – Early childhood education is the foundation for sustained student achievement
 - Support the work of First Things First and its 31 community based regional councils
 - Ensure high quality early childhood education is accessible by all families
 - Attract and retain quality early childhood teachers
 - Enhance funding for full day kindergarten
2. **Ready Graduates** – All students must graduate ready for higher education and work
 - Attract and retain quality teachers through such initiatives as differentiated pay
 - Support rigorous graduation requirements and alternative pathways to achieve a diploma
 - Raise the compulsory school attendance age from 16 to 18 years of age
 - Implement the Centennial Scholars Program
 - Increase the number of high school graduates entering and completing higher education
3. **Ready Workforce** – More students must attend college and earn a degree
 - Increase production of STEM teachers
 - Support adequate funding for higher education infrastructure growth and renewal
 - Enhance the transfer of credits toward degrees between universities and community colleges
 - Expand collaborative degree programs and increase the number of students that transfer from community colleges to universities

KEY INDICATOR OF CAMPAIGN'S PROGRESS:

- Increased awareness and understanding of the state's education structure, how it is funded and how it is governed, making it easier for Arizonans to get involved and to impact education change.
- Increased awareness by Arizonans who see a link between the investment in the education continuum and a robust economy.
- A clear understanding by Arizonans that a high school diploma must prepare students for higher education and the workforce.

LONG TERM OBJECTIVES:

- More students graduate from high school prepared for higher education and work, as measured by more students successfully completing a college ready course of study, and an increase in the high school graduation rate.
- More students attend and graduate from higher education with a goal of doubling of the number of bachelor's degrees by 2020.



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 8.

Subject: Presentation: Arizona
Summit on 21st
Century Skills

Submitted by: Debra Raeder
Executive Director

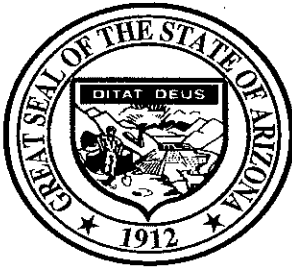
----- Background Information -----

On October 25, 2007, the Council, in a collaborative effort with the Partnership for 21st Century Skills and the University of Arizona's College of Education, co-sponsored the Arizona Summit on 21st Century Skills, which took place at the University of Arizona in Tucson. Over 250 educators, business and community leaders from around the state participated in this Summit.

The Summit focused on strategies for incorporating 21st Century Skills into four areas: Teacher Preparation; Assessments; Professional Development; and Youth Development. The Council will receive a brief presentation on the Final Report from the Summit.

Council Action Requested: Accept the Arizona Summit on 21st Century Skills Final Report as presented

Attachments: Arizona Summit on 21st Century Skills Final Report



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 9.

Subject: Committee Updates
and Reports

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

This item provides the Governor's P-20 Council's Committee Chairs and members an opportunity to provide update information and reports to the Council.

- a. Steering Committee – Dr. Rufus Glasper, Chair
- b. Early Childhood Ad Hoc Committee – Rhian Evans-Allvin, Chair
- c. Teachers Committee – Dr. John Haeger, Chair
- d. Data & Graduation Committee – Dr. Sybil Francis, Chair
- e. Pathways Committee – Susan Carlson & Dr. Jim Zaharis, Co-Chairs
- f. Education Alignment & Assessment Committee – Dr. Karen Nicodemus, Chair
- g. Literacy Committee - Staff

Council Action

Requested: None

Attachments: Committee Dashboard Report

**Governor's P-20 Council
Committee Dashboard Report
June 19, 2008**

Early Childhood Ad Hoc Committee: Arizona was selected by the Education Commission of the States and the Kellogg Foundation as one of five states to convene a one-day meeting on aligning early childhood with the early elementary years through third grade (P-3). This meeting was held on Friday, May 30th with over 75 participants including members of the P-20 Council, the First Things First Board, and other early childhood and K-12 representatives from around the state.

The work accomplished at this meeting will help articulate First Things First's role as "the P in P-20" and integrate early childhood efforts into the work of the P-20 Council. In addition, the meeting served as a communications opportunity to talk to the media about the importance of a fully aligned system from early childhood through higher education. An ad hoc Early Childhood Committee will meet over the summer to flesh out the work done at the event and prepare a set of recommendations for integrating early childhood issues into the work of the P-20 Council. The findings from this and the other four state meetings will be rolled into a plan for action at the federal level which may include congressional hearings and an "open letter" to the next President.

Teachers Committee: The Committee is pleased to welcome Dr. John Haeger as the new Chair of the Committee. Dr. Haeger also served as the Chair of the Governor's Committee for Teacher Quality and Support. Dr. Ron Marx will continue to serve as Co-Chair of the Committee.

The Committee has been working to integrate the recommendations from the Arizona Summit on 21st Century Skills into the Committee's recommendations and work plan. The Committee is supportive of the report's recommendations on teacher preparation and professional development, and sees strong alignment between the work of the Committee and this effort. In addition, future projects for the Committee include discussing professional development, the modernization of Colleges of Education, and reviewing teacher certification.

Data and Graduation Committee: The Committee has been focusing on data that now indicates a drop in the graduation rate being reported by the Arizona Department of Education. From 2004 to 2006 the rate has decreased by 7%. Research of this information indicates that the drop cannot be pinned to one demographic group, a particular ethnicity, or to the requirement to pass AIMS to graduate (in 2006) as students were allowed to augment their scores to graduate. ADE indicates that the drop is due to SAIS being fully implemented and better, more accurate data is being collected.

The Committee is also working to address the transfer of student identifiers to higher education institutions. SB 1045, enacted three years ago, requires community colleges and universities to collect K-12 SAIS identifiers. Issues have arisen in that students do not know their identifiers and school districts are not reporting the SAIS identifier to higher education institutions or on student transcripts. NAU is leading the effort for universities as they attempt to resolve this issue. The Committee is facilitating meetings with university/community college key staff and ADE regarding a web interface to provide SAIS identifiers to higher education institutions.

The Governor's Office has applied for and received an America's Promise grant in the amount of \$25,000 to create strategies to address drop out prevention through a statewide summit. This project is part of a national effort through America's Promise to convene a summit in each state and in the 50 largest cities with the largest concentration of low-performing high schools.

In the coming months, the Committee will be focusing on the implementation of the Education Career Action Plan (ECAP) and monitoring the progress of the Data Warehouse System. The Committee has asked ADE for a roadmap guiding the development and implementation of the Data Warehouse system. The Committee will also continue pursuing the implementation of a teacher identifier.

Pathways Committee: The Committee has been working to develop clear pathways for students to move from high school to higher education or advanced training. Specifically, the Committee has conducted an analysis of dual enrollment, with the goal of removing existing barriers in order to expand dual enrollment, and other early college options in the state. Some of these barriers include the funding model, statutory language, and teacher certification, among others.

The Committee is continuing to work in partnership with ADE's Career and Technical Education (CTE) staff to enhance the academic content offered in CTE courses, with the goal of providing academic credit for some CTE programs of study (two or three CTE classes). The work to crosswalk the academic and CTE standards has begun with three CTE programs of study, with results expected by the beginning of the next school year. Additionally, the Committee has been active in supporting the implementation of the ECAP.

Education Alignment Committee: The Department of Education has completed its public review of the Mathematics Standard and will be presenting the Standard to the State Board of Education for adoption at the June 2008 meeting. With the implementation of this new Standard will be another notable success for the P-20 Council.

With the implementation of the more rigorous and aligned Standard comes the need to review assessments that align with measuring the effectiveness of not only the Mathematics Standard but also other core subjects to determine college and workforce readiness. One effort in this regard has been Arizona's participation in piloting the

Algebra II End of Course Assessment. Funding was obtained to administer the test to approximately 1300 students in Arizona, which occurred in May.

Dr. Bill McCallum, a member of the Alignment Committee, continues with plans to conduct a study to evaluate the correlation between test scores on ACT, SAT, AIMS, and university/community college placement exams with success in college-level credit bearing courses and will include the Algebra II End of Course Exam in this study.

Membership for the ELA Alignment Team has been finalized. The Team had an orientation meeting on June 18th, and will begin evaluating Arizona's ELA Standard on August 28th & 29th.

Literacy Committee: The Committee received an update from the Department of Education on the proposed Rule Language for the new Reading Endorsement. The Committee will review and provide input into the Rule Language review process.

The Arizona K-12 Center has received 18 grant applications from teachers wishing to pursue the state's Reading Endorsement, which are currently being reviewed. It is anticipated that the first awards will be made in June 2008. These grants are being made possible through the NGA Literacy Grant. The Committee is seeking additional funding partners to expand this program and provide grants to more teachers in rural areas.



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 10.

Subject: Call to the Public

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

This item provides Council members an opportunity to hear public comment on agenda items. Comments not specific to agenda items, according to Open Meeting Law, may not be addressed by the Council.

In order to ensure that all individuals desiring to speak during the public comment period be properly acknowledged and to allow sufficient time for the comments, we ask that a "Request to Speak" information sheet be completed and submitted to either the Council Chair or staff prior to the beginning of the meeting. **Comments are limited to three minutes.**

Council Action
Requested: None

Attachments: None



GOVERNOR'S P-20 COUNCIL

June 19, 2008

Agenda Item No. 11.

Subject: Announcements
Adjournment

Submitted by: Debra Raeder
Executive Director

----- Background Information -----

Announcements.

Adjournment.

Council Action
Requested: None

Attachments: None